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ABSTRACT

A program was developed and implemented to help identify, give direction to, and build self-confidence in children who lack emergent reading skills on entering first grade. Objectives were for 80% of the 18 students at a Florida elementary school to recognize the basic concepts about print, and that two or more cueing systems be used to decode or self-correct by 80% of the students. Subjects were instructed using Peer Early Action Reading Literacy (PEARL), consisting of four workshop sessions, paired reading, response journals, computer exercises, and a comprehensive literature program. Measurement tools were the Kindergarten Report Card, a teacher-made checklist and teacher observations, and the response journals. All program objectives were met. The target group improved dramatically in all areas. (Contains 16 references and 3 tables of data. The reading readiness skills survey, a strategy group chart, and a story map are attached.) (RS)

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ED 372 371

INCREASING EMERGENT READING SKILLS FOR FIRST GRADE STUDENTS THROUGH PEER ACTION PROGRAM

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Mary A. Toliver

A Practicum Report

Submitted to the Faculty of the Abraham S. Fischler Center for the Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference

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Abstract

Development and Implementation of a Program for improving Reading Literacy of First Grade Students.
Toliver, Mary A., 1994, Practicum Report, Nova University, Abraham S. Fischler Center for the Advancement of Education.
Descriptors: Cross Age Interaction/Emergent Literacy/Student Collaborators/Peer Tutoring/Peer Teaching/Cooperative Learning/Paired Reading/Verbal Communication/Reading Skills/Cross Age Teaching.

This program was developed and implemented to help identify, give direction to, and build self-confidence to children that are lacking emergent reading skills when entering first grade. The objectives for this program were for 80 percent of the students to recognize the basic concepts about print; and that two or more cueing systems be used to decode or self correct by 80 percent of the students. The target group attended four modeling sessions presented by the teacher for the students, participated in paired reading, used a response journal, computer exercises, and a Comprehensive Literature Program was executed in the classroom. The measurement tools that were used are the Kindergarten Report Card, a teacher made checklist and teacher observation, and the response journals. All the program objectives were met with the target group improving dramatically in all areas. Appendices include a reading survey, a Strategy Group Chart and a Story Map Response Chart.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledge such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Mary A. Tolwes
student's signature

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Practicum Title INCREASING EMERGENT READING SKILLS FOR FIRST GRADE STUDENTS THROUGH PEER ACTION PROGRAM

Student's Name Mary A. Toliver

Project Site Harbor City Elementary Melbourne, Fl. Date _____

Observer's Name Laura Sawyer (*please print*) Laura Sawyer (*please sign*)

Observer's position Teacher Phone # 407-951-0033

Observer's comment on impact of the project (handwritten):

Mrs Toliver and I consulted often on her practicum activities. We shared videos on cueing systems, and attended inservices on running records, etc. I conducted some running records on her children for her. She shared her chart which I found to be excellent in giving a quick method of seeing progress or needs of the children. She also borrowed relevant books from me for use in her program. She was very involved in this program and I'm grateful for products of it which she has shared with me and other teachers on our level.

Table of Contents

Page

Title Page i

Abstract ii

Authorship Statement/Document Release..... iii

Observer's Verification..... iv

Table of Contents v

Chapters

I. Purpose... 1

II. Research and Solution Strategy.....9

III. Method..... 17

IV. Results..... 22

V. Recommendations..... 26

Reference List 27

Appendices

Appendix A: Survey: Reading Readiness Skills 29

Appendix B: Strategy Group Chart 31

Appendix C: My Story Map 34

CHAPTER I

Purpose

Background

School and Community Setting

The target site for this practicum is located in a coastal city in eastern central Florida. This elementary school was opened in the school year 1959 - 60. The target school includes kindergarten through sixth grades. The school has a Before and After School Child Care Program.

The school facility is 34 years old and is located on 12 acres of land. It consists of 29 classrooms. A three million dollar renovation was completed March 1992. The wings are divided by covered walkways. The school facility has one library, one cafeteria that also serves as an auditorium, one teacher's workroom, one music office, a physical education office area and an administrative office area. The administrative office area contains a principal's office and a secretary's office. There is a health clinic and a conference room. The library contains an adjoining workroom.

School Statistics

The school is comprised of 56 employees. There are two administrators, the principal and the assistant principal. There are 26 regular classroom teachers. There are three specific learning disabilities teachers, one Chapter I teacher, one Accelerated Literacy Learning Teacher, one media specialist, one Speech/Language teacher, one physical education teacher, one music teacher, one art teacher and one

guidance counselor. Support staff at the school consists of eight teacher assistants, four clerical workers, three cafeteria workers, and three custodial workers.

The target school has a population of 627 students. According to the target site's annual report, 87.54 percent are white, 9.3 percent are black, one percent is Asian-American, 1.66 percent is Hispanic and .50 percent is American Indian. The average class size, kindergarten through fifth grade, is 22.6 students.

The community for the target school has a low to middle income level. Many students at this site are from a low socioeconomic background. Forty-nine percent of the student population at the school site is eligible for free or reduced lunch.

The target school has a high mobility population when compared to the district. According to the school report, the target student mobility is 33.2 percent, whereas the district is 28.6 percent. The target school offers special programs to meet the needs of individual students. In this school, 17.5 percent of students have mild disabilities, 18.5 percent of the school population are served by Federal Compensatory Education programs and one percent are served in English for Speakers of Other Languages programs.

Author Background

The writer has a Bachelor of Arts Degree, with certification in Early Childhood and Elementary Education. The writer's degree is from Wilmington College, Ohio. The writer began teaching in 1983 and has had a total of nine years' teaching experience. The first year of teaching was in grade one with subsequent teaching of developmental kindergarten for three years. The writer then spent three years teaching first grade with the Department of Defense in the United Kingdom. The writer is presently a full time teacher at the first grade level. The writer teaches

the following content areas: math, science, social studies, language arts and reading. Drug education, human sexuality education and health education are also taught during the course of a school year.

As a classroom teacher, the writer has noted that children are entering first grade with varying reading readiness skills. This has been observed through a readiness checklist, the Kindergarten Report Card and teacher observation of entering first graders. It has become evident to the writer that first graders need additional activities which support learning to read. The writer was introduced to the concept of "peer tutoring" while teaching in England.

Statement of Problem

Many children entering first grade have not yet developed the necessary skills to become emergent readers. The skills of listening, talking, reading, and writing are learned simultaneously. Students who are adept in oral language are beginning to have an understanding of literacy. Literacy behavior in the classroom should include talking and writing (Thomas and Rinehart, 1990).

Many researchers say some children may have had only minimal or no exposure to print prior to school. These children and others have specific difficulties learning to decode and thus are not able to direct their attention to comprehension.

Many first grade students do not have an understanding of the three cueing systems. A fluent reader integrates the three cueing systems - semantics, syntax and grapho-phonics. Learning to read becomes more difficult when only one cueing system is emphasized (Routman, 1991).

To ascertain if first grade children were lacking emergent reading skills at other sites, the author surveyed first grade teachers at three elementary schools located in the same metropolitan area as the target site. (Appendix A:29) The population at school sites A, B, and C were of similar socio-economic status. The six teachers surveyed were asked to rate the reading readiness of beginning first graders and to also rate teachers' degree of concern with emergent literacy with first grade students. The teachers surveyed were asked to what degree the students lacked the understanding of the three cueing systems: semantics, syntax and graphophonics. Teachers were asked to rate the degree of discrepancy between skills reported mastered on the Kindergarten Report Card and teacher observation in first grade. Teacher response showed students at Site A lacked visual detail of letters. At site B students lacked readiness skills and the ability to use reading strategies. Teachers at site C reported students weak with directional convention. The following table, Table 1, School Site Data, reports the results of the survey. (See Appendix A:29). All sites recognized a discrepancy between recording of skills mastered on the kindergarten report card and observation of skills in first grade. Table 2 reports this discrepancy between reported mastery on kindergarten report cards and observed skills in first grade. (See Appendix B:31).

Table 1

School Site Data

	School A	School B	School C
Number of Students	18	9	19
Lacking Readiness Skills	16%	100%	11%
Lacking Reading Cues	50-75%	75-100%	75-100%
Degree Concern To Teacher	Medium	Great	Great

The data reported in Table 1, at Sites A, B, and C, is similar to the data gathered at the target site. The number of students lacking reading readiness skills and the knowledge of the three cueing systems was of "medium" to "great" concern to teachers; this degree of concern indicated identification of a problem requiring change at sites A, B, and C.

The target site had four first grade classes. All first grade teachers identified lack of readiness skills as a weakness among entering first graders. The teachers stated that knowledge of "how print works" and the "use of the three cueing systems" were not evident.

The target group was a heterogeneous, self contained first grade class, composed of eighteen students. Reading readiness skills, weaknesses and needs were identified through the use of the Kindergarten Report Card and a checklist which identifies directional progression, semantic and syntactic cues, and visual detail of letters. The following table, Table 2, Reading Readiness of Target Group,

reflects reading readiness indicators on the Kindergarten Report Card, as compared to teacher observation of students entering first grade.

Table 2

Reading Readiness of Target Group
Target Enrollment 18 students

GOAL	Not Evident	Developing	Mastered (Ready to Read)
Kindergarten Report of Readiness Skills	1	3	11
Teacher Observation Knowledge that Print Has Meaning	10	4	7
Use of Semantic Cues and Syntactic Cues	14	4	0
Knowledge of Directional Convention	10	1	7
Use of Visual Cues	7	6	5

As shown in Table 2, the Kindergarten Report of Readiness Skills indicated that one child showed no signs of readiness, three were developing, and 11 were ready to read. In contrast, first grade teacher observation revealed that 10 students had not developed the concept that print has meaning. Four students were becoming aware that the print had meaning. Seven students were ready to read with knowledge that print has meaning. Fourteen students were not able to use semantic and syntactic cues to understand sentence and language patterns. Four students were beginning to use one or both of the cues. The four students were becoming aware of the three cueing systems, semantic, syntactic and visual. The four students were not able to cross check or use two cueing systems at one time, indicating that no student had masterd this concept. The knowledge of directional

convention, left to right, top to bottom of page, was not evident for ten students. One child was developing and seven children had mastered this skill. Seven students had not become aware of visual cues, that letters represent sounds of the English language, nor did they have an understanding of meaning from the text and illustrations. Six students were developing an understanding of visual cues. Five children consistently used visual cues, including mastery. Data from the Kindergarten Report Card led the first grade teacher to believe that 93 percent had mastered or were developing reading readiness skills, and six percent needed to improve reading readiness skills to become emergent readers. In contrast, first grade teacher observation indicated that 23 percent had mastered or were developing reading readiness skills, and 77 percent needed to improve reading readiness skills to become emergent readers.

Discrepancy Statement

WHAT IS: 23 percent of the targeted first grade students had mastered reading readiness skills necessary to become emergent readers.

WHAT SHOULD BE: 100 percent of the targeted first grade students should have mastered reading readiness skills necessary to become emergent readers.

DISCREPANCY: 77 percent of students in the first grade target group needed to improve reading readiness skills necessary to become emergent readers.

- GOAL: To improve the first grade target group's reading readiness skills by designing a first grade program to close this gap.

Outcome Objectives

Children who have had encounters with books and print are becoming reading literate. Children without readiness skills need a program which develops these attitudes and understandings. The proposed objectives were:

Objective 1: After 12 weeks of implementation, 80 percent of the target group will recognize the basic concepts about print, indicated by accurately completing all sections of a journal entry based on a self-selected book, as measured by teacher observation and journal entries.

Objective 2: After 12 weeks of implementation, 80 percent of the target group will be able to use two or more cueing systems to decode or self correct during each oral reading session at the developing level, as measured by teacher observation and chart. (Appendix B:31).

These objectives are considered to be reasonable and realistic for the problem being addressed.

CHAPTER II

Research and Solution Strategy

In order to find the most suitable solution for the problem, this writer researched literature pertinent to emergent reading skills.

Research of Literature

Young children should be interacting with adults and materials to help them make sense of their own experience and environment. The children should be investigating, observing and recording their findings (Katz, 1987). Since learning nourishes development, children need to be in environments where adults and peers will help foster learning (Kagan, 1992).

Early encounters with language and literacy seem to be the key to early success. Rasinski (1992) reported that activities, word experiences, and questions answered were associated with reading success. Children that came to school with more experiences and those who had engaged in talk with adults were able to participate in literacy activities that required reading readiness. Rasinski offers three strategies for literacy learning. High expectations set for children, a print rich environment, and involvement in daily reading and writing are suggested for success with literacy.

Huck (1992) discussed research on literacy environments, the values of reading aloud, independent reading and literature and writing. Children have become avid readers by sharing books, while developing vocabulary. The concept of print, directionality and one-to-one correspondence are enhanced in the process of listening to stories. Huck reports the success that writing can make on

developing literacy. Huck suggests using modeling for a variety of writing. Children may draw pictures. Huck recognized the value of a Comprehensive Literature Program, in which literature is used in every area of the curriculum. Students respond to books through discussion, art and writing. Teachers read aloud to children and students have a chance to read independently in a Sustained Silent Reading time (SSR).

Winsor and Pearson (1992) examined the development of phonemic awareness and its relationship to beginning reading. Findings show that opportunities for writing contribute to phonemic awareness during first grade. Reading of predictable literature also contributes to phonemic awareness.

Semantics, syntax and graphophonics are the three cueing systems a fluent reader integrates (Routman, 1991). Attending to meaning or semantic cues is important in reading and writing (Manning, 1988). For most communications, focusing on meaning is necessary (Stahl, 1992). Readers need to recognize patterns in words, syntax cues and spelling patterns and then be able to use these patterns to identify words (Stahl, 1992). Making sense of what is read, graphophonemic cues, is information about the way in which words are written and read (Stahl, 1992). Learning to read becomes more difficult when only one cueing system is emphasized (Routman, 1991).

Bradt (1991) states that the success of a school literacy program often depends on children's ability to combine listening, talking, reading and writing. These activities could include conversing, writing, storytelling and access to printed materials. The ability to associate meaning with print and children's prior knowledge would be the basis of assessment.

Mason (1990) reported that reading storybooks were likely to play a role in literacy development. Mason's paper linked listening and speaking skills to storybook reading. The article also linked listening to storybook reading, with comprehension of text. The study related home literacy activities with later reading.

In a study by Otto (1990), no inner-city child tracked print at preassessment. Ability was assessed using Emergent Reading Ability Judgment Scale. The children then participated in a read at home program. The program focused on the joy of reading. The program received positive evaluations from parents. After participating, 10 of the 28 children were attempting to track print.

Topping (1989) directs the Paired Learning Project in the United Kingdom. His work indicated that cooperative pair work has great potential when monitored by a skilled teacher. Peer tutoring is a more able child helping a less able child. This is a one to one tutorial relationship. A two year different ability level, between peers, is the usual recommendation. Topping's research revealed that reading skills accelerated, students developed a more positive self concept, and social relationships improved with paired learning. The learning is cooperative, active and interactive. It is designed to include rates of time on task. There is evidence that the peer tutored Paired Reading has a long term qualitative effect on reading style. Topping suggests that teacher direct three tutorial sessions for the students. Sessions should 15 - 30 minutes long.

To allow for the functional use of language, Bode (1989) discusses dialogue journals. Journal writing enables teachers to integrate reading and writing. Children are allowed to communicate as early writers. Bode suggests older students be combined with younger students for 15 minutes in cross age tutoring.

The students may dialogue individually or together in a cooperative learning situation. The writings may be self generated topics or a response to literature.

Daiute (1989), writes about the value of children's writing and how computers can add to growth of literacy. The article focuses on the importance of peer interaction, collaborative writing and the importance of children's talk as they write. The author states collaboration works well on the computer, since students can combine their ideas and revisions can be made. The writer suggests that the teacher model writing sessions for the collaborative groups. A sequence of three writing tasks, one individual, the second collaborative and the third another individual writing task, is most productive.

Kaden (1990), discusses the need to examine technology for young children. Following the guidelines from the National Association for the Education of Young Children, computers offer the flexibility to offer activities that enhance every area of development. Computers have a place in the developmentally appropriate classroom. Computers may offer experiences in the real world, foster original thinking, recognize cause and effect, enhance cooperation, and lend themselves to peer assistance. Children must work cooperatively, talk to each other and refine their language to communicate specific directions while using computers. Students must clarify meaning and describe directionality. Kaden concludes that computers are being used successfully by young children.

The writer researched three related educational settings to ascertain if solutions to the problem of lack of reading readiness skills used at those sites might be suitable for use in teaching emergent reading skills. Solutions were cited on the survey, Appendix A. Site A had difficulty involving the parents in home literacy

activities. Site A used class volunteers to promote emergent literacy. Site A found it difficult to meet individually with each student. These activities are not mentioned in the research literature as strategies linked to increased student achievement.

Site B implements several solutions for lack of emergent reading skills. First grade students are immersed in print throughout the classroom. Each child has a peer tutor. The tutor is the same age, same grade and same classroom. The teacher conducts a whole language classroom, with emphasis on shared and guided reading activities. This school has an Accelerated Literacy Learning Teacher who works with at risk students.

The teacher at Site C has developed a Partner Reading Program with an older grade student. This program was used with a cooperative learning activity. This school is a magnet school which requires parents to volunteer. The surveyed teacher reported that the strategy of parents reading with individual students was not successful. Parent response did not meet the student ratio. Since parent participation in the classroom is very minimal, the Partner Reading Program has provided a beneficial substitute program at Site C.

Administrators at the target site have actively campaigned to increase emergent reading skills. Three of the four first grade teachers are trained in the Early Literacy Inservice Course, (ELIC), and the school has one Accelerated Literacy Learning Teacher. The school already participated in a home-school independent reading program. The writer's observation was that this approach was helpful but not sufficient to increase the academic development which leads to student success, based on data (Topping, 1989). The writer saw a need to lead the effort to increase emergent reading skills of first grade students.

Solutions

The writer thoroughly researched the literature pertinent to early literacy and examined strategies in use at three other schools to find viable solutions. The writer identified alternatives which were unsuitable for this project, identified alternatives to be incorporated into the solution plan, and identified the proposed solution plan.

Site A's idea of class volunteers was rejected for the purpose of this paper. The student ratio to volunteers would have been too high to implement.

Site B's peer tutor was rejected. The suggested age level for tutoring, in the literature, is a two year difference, and Site B uses same age tutor. Since the Whole Language classroom, used at Site B, is already implemented at the target school, did not become part of this practicum.

Otto's (1990) home reading program was also rejected. The target school already implemented a similar program and the Emergent Reading Ability Judgment Scale was not available to the writer.

The solution strategy for this proposal was based upon statements from Topping (1989), Huck's (1992) Comprehensive Literature Program, the journal writing by Bode (1989), and the writings on computers by Daiute (1989) and Kaden (1990). The early childhood philosophies of Katz (1987) and Kagan (1992) were utilized. Rasinski, Winsor and Pearson, Bradt and Mason stressed the importance of daily school literacy programs. Site C's Partner Reading Program was a viable alternative to increasing emergent reading skills. A combination of these approaches and proven techniques formed the groundwork for the recommended proposal.

The solution suggested by Topping (1989) was accepted. Reading with an older student showed promise in increasing emergent reading skills of first graders. The learning involved active participation, which corresponds with the philosophy of the writer.

Huck's (1992) solution involving literacy and writing was accepted. Writing in response to literature can enhance the reading process. The Comprehensive Literature Program is used in all areas of the curriculum. Huck's recommendation that teachers read aloud and students participate in SSR was accepted. Children must be given time to practice reading. The process of hearing stories develops vocabulary, concepts of print, the ability to predict and literacy sequence.

Bode's (1989) and Kaden's (1990) use of the computer in the classroom was accepted. Collaborative writing and computer simulations were used with computer disk literature. The computer was used cooperatively and individually.

The solutions suggested by Rasinski (1992), Winsor and Pearson (1992) and Bradt (1991), offer a print rich and verbal environment. This would involve conversing, writing in response journals and access to books. These ideas were accepted by the writer as part of this practicum.

The solution designed by the writer is called Peer Early Action Reading Literacy (P. E. A. R. L.). This plan involves the students in a peer tutored Paired Reading literacy program (Topping, 1989). The teacher presented four workshops at school for the students. The writer of this practicum demonstrated the process of reading with the children and displayed appropriate literature (Rasinski, 1992). The proper reading technique was demonstrated and the peer tutor and first grader were able to practice in the classroom (Topping, 1989). The teacher demonstrated and

explained the purpose of writing in the response journal to the students (Bode, 1989). The children were also instructed in this program (Winsor and Pearson, 1992). The children checked out class books, read and discussed the literature with the peer tutor. The findings were written or drawn, in a journal, by the students (Bradt, 1991). Collaborative writing was done on the computer (Daiute, 1989). During this time, the children were involved in a Comprehensive Literature Program and a Sustained Silent Reading program (SSR), which instructed the students in the process of reading and writing (Huck, 1992). The children listened and participated in storybook reading (Mason, 1990). Some of the storybook readings were presented through the use of the computer disk ROM player (Kaden, 1990).

CHAPTER III

Method

In order to solve the problem addressed by this practicum, this author elected to use Peer Early Action Reading Literacy (P. E. A. R. L.). The Proposal writer's role was teacher of the target class. The teacher was involved in the implementation of this program, instructing the class, leading the student workshops, and conducting follow up activities.

A selected third grade class and the targeted first grade class were needed to implement this program. The principal, assistant principal, and the Accelerated Literacy Learning Teacher were consulted.

Resources

The following materials were needed to implement this project: chalkboard, overhead projector, predictable literature, journal books, class computer, CD Rom player and stories, writing utensils, computer lab, chart paper and computer writing and publishing program.

The author's mentor was consulted throughout this practicum process. The observer and author attended several Accelerated Literacy Learning inservices. These sessions included a review of the cueing systems and observing and analyzing children reading with running records. The author attended weekly training sessions at the school site. The training sessions focused on the cueing systems and observing, analyzing children reading and possible interventions. Whole language videos were also utilized.

Monitoring

The children were instructed in the P. E. A. R. L. program. The students were taught the reading and the writing process. Books were checked out of the classroom, and read with an assigned buddy. Both the third and first grade student reacted to the book, in written form in the journal. (see Appendix C:34). Four modeling workshops were presented for the students. Three demonstrated the paired reading process. The fourth session demonstrated writing in the journal.

The writer of this practicum was responsible for pre-assessment, teaching the children, conducting four modeling workshops, and post assessment. Components of P. E. A. R. L. were implemented throughout the class day, five days a week, two hours per day for 12 weeks. First and third grade students met once a week, for 30 minutes, to implement P. E. A. R. L., for 12 weeks.

Time Line

Week 1:

Pretest target class
Assign third grade buddy to first grader
Whole class literature experience - CHRONOLOGICAL - Story Map
Group experience story
P. E. A. R. L. - meet with buddy and cooperatively write what a P. E. A. R. L. buddy is

Week 2:

Workshop 1,2,3: Model Pair Reading for students - six pairs at each session
- •introduce predictable literature
- •demonstrate reading technique
- •first and third grade students practice reading together

Whole class literature experience: REACTIONS AND PARTICIPATION of students
Introduce Sustained Silent Reading - SSR
Group experience story
Independent writing experiences

Week 3:

P. E. A. R. L. - Partners read one story and write response in journal
Whole class literature experience: PREDICTION
Group experience story
Independent writing experiences
SSR
Teacher introduces CD-Rom story to target class
Teacher observes five students with checklist

Week 4:

P. E. A. R. L. - Partners read one story and write response in journal
Whole class literature experience: The Three Cueing Systems
Group experience story
Independent writing experiences
SSR
Teacher observes five students with checklist

Week 5:

Workshop 4: Modeling Journal writing to P. E. A. R. L.
Introduce journal writing to students
Whole class literature experience: SEQUENCING - Story Map
Group experience story
Independent writing experiences
SSR
Teacher observes five students with checklist

Week 6:

P. E. A. R. L. completely implemented. Students read one book together and write a journal response
Whole class literature experience: The Three Cueing Systems
Group experience story
Independent writing experiences
SSR
Teacher presents CD-Rom to target class
Teacher observes five students with checklist

Week 7:

Continue P. E. A. R. L. - Students read one story together and write a journal response
Whole class literature experience: CHRONOLOGICAL - Story Map
Group experience story
Independent writing activities
SSR
Teacher observes five students with checklist

Week 8:

Continue P. E. A. R. L. - Students read one book together and write a journal response

Whole class literature experience: PHONEMIC AWARENESS
Group experience story
Independent writing activities
SSR
Teacher observes five students with checklist

Week 9:

Continue P. E. A. R. L. - Students read one book together and write a response
Whole class literature experience: CHRONOLOGICAL - Story Map
Group experience story
Independent writing activities
SSR
Teacher presents CD-Rom story to target class
Teacher observes five students with checklist

Week 10:

Continue P. E. A. R. L. - Students read one story together and write a response in journal
Whole class literature experience: DISCUSSION OF LITERATURE - Story Map
Group experience story
Independent writing activities
SSR
Teacher observes five students with checklist

Week 11:

Begin evaluation
Continue P. E. A. R. L. - students read one story together and write a response
Whole class literature experience: CAUSE AND EFFECT
Group experience story - P. E. A. R. L. experience
Independent writing activities
SSR
Teacher observes five students with checklist

Week 12:

Letter to parents discussing the values of P. E. A. R. L. and that this program will continue throughout the school year
Whole class literature experience: CONNECT ACTIONS WITH EVENTS
Group experience story
Independent writing activities
SSR

Achieved Resolutions

The shared literature activities involved the students being able to predict, classify, identify chronological order, recognize cause and effect, and connect action with events. The writing activities included students observing the teacher modeling, writing, writing original stories, and sharing and discussing writing. Weekly observation of the students was accomplished with the assistance of the observer.

This project could be implemented at any school in the district. The program is economical, easy to implement, and teacher friendly. This program does not necessarily need more than one staff member to implement. This program may help to develop teacher parent relationships.

CHAPTER IV

Results

Preassessment

First grade teacher observation revealed that 23 percent of the target class had mastered or were developing the readiness skills necessary to become emergent readers. Assessment indicated that 77 percent of the students needed to improve reading readiness skills. Four students were becoming aware of the three cueing systems; however, no cross checking or using more than one cueing system was observed among these students.

Measurement

The writer of this practicum was responsible for selecting measurement instruments, collecting data, and reaching critical decisions regarding the success of each objective. After reviewing the literature and discussing the problem with other professionals, including the writer's Mentor and Observer, the percentage of 80 was considered satisfactory in meeting the objective.

In order for Objective One to be successful, 80 percent of students were required to achieve recognition of the basic concepts of print, as indicated by accurately completing all sections of the journal entries, based on a self-selected book, as measured by teacher observation and journal entries. Observation was noted when a student demonstrated print awareness, demonstrated one to one matching, or demonstrated development of written language conventions. Teacher observation was used as the most appropriate evaluation, because the skills are

observable. Throughout the implementation of P. E. A. R. L., assessment was conducted through teacher observation.

In order for Objective Two to be successful, 80 percent of students had to be able to use two or more cueing systems to decode or self correct, at the developing level, as measured by teacher observation and teacher made chart. Teacher observation was recorded on a teacher made checklist because it reflected, in a concise and measurable form, the skills necessary for reading readiness. Evaluation occurred throughout the implementation of P. E. A. R. L.

Post Assessment

Objective One

Objective one was achieved. Ninety percent of the students mastered the concepts of print, and ten percent were continuing to develop this concept. "Being able to monitor one's own reading" had the lowest percentage of mastery. Within the target class, 87 percent of the students mastered this concept, with 13 percent still developing in this area. Directionality and print awareness was mastered by 99 percent of the students. Table 3 indicates mastery of directionality.

Objective Two

Objective two was achieved. Eighty-one percent mastered and 19 percent are developing, the strategy of using two or more cueing systems to decode and self correct reading. Students were observed searching for cues using visual, structural and meaning oriented strategies. Searching the pictures for meaning had the highest mastery level of 87 percent. Visual cueing, or looking for cues in word sequence had a mastery rate of 84 percent. Seventy-two percent of the target group were able to integrate all three cues, and 28 percent were beginning to develop this strategy.

Reading slowly, hesitating, reading ahead and re-reading were behaviors observed when children were beginning to monitor their reading and searching for cues.

The following table, Table 3, Reading Results of Target Group, reflects the results gained from this project.

Table 3

Reading Results of Target Group
Target Enrollment 19 students

GOAL	Not Evident	Developing	Mastered (Ready to Read)
Directionality	0	2	17
Use Visual Cues	0	3	16
Use Structure Cues	0	3	16
Use Meaning Cues	0	2	17
Integrates Three Cues	0	5	14

Intervening Variables

The target school has a high mobility population. Student mobility and student absenteeism were present throughout the implementation period. These variables were present in both the first and third grade class. Students were flexible in partner changes.

At the completion of the implementation, the target class had twenty students. Six of the students had special needs or were qualified to receive special services. These six students were observed developing and mastering some of the reading

readiness skills and beginning to monitor their reading along with the other students who were expected to master the skills.

Implementation Events

The solution strategy was successful in several areas. The students were motivated, had positive attitudes, and self confidence was built for both first and third grade buddies. The learning was cooperative, active and interactive. The students were able to combine listening, talking, reading and writing. Students had many experiences to engage in talk with their buddy. The talk included word experiences and questions that were associated with reading as well as personal conversation. The development of a positive self concept and social relationships showed improvement; this was especially noted with low achievers. The cross age tutoring had benefits not only for the first graders but also the third graders. The special needs children in third grade were able to be successful while working with the first graders. Research had suggested that sessions last no longer than 30 minutes. This author found that 20 minute sessions had more on task behavior than longer sessions.

CHAPTER V

Recommendations

Since this project was successful the author intends to continue to implement it at the target site and inservice fellow first grade teachers at this site. The writer would like to share this practicum with the district and state staff at state conferences. The writer will offer inservices, participate in an educational television show, or write a pertinent article in an educational journal. The district office will be provided with a copy of the program results, to be reviewed by the Primary Education Director.

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APPENDIX A

SURVEY - READING READINESS SKILLS

APPENDIX A

SURVEY - READING READINESS SKILLS

NAME: _____

SCHOOL: _____ GRADE: _____

1. How many students do you have? _____

2. How many students are lacking reading readiness skills when entering first grade?
   - _____ a. Letter recognition or sound/symbol
   - _____ b. Directional progression
   - _____ c. Print has meaning
   - _____ d. Other_____
   _____

3. To what degree are the students lacking reading strategies: meaning, structure, visual?
   - _____ To a great degree - 75-100% students lacking skills
   - _____ To a medium degree - 50-75% students lacking skills
   - _____ To a lesser degree - 0-50% students lacking skills

4. How do you as a classroom teacher assess emergent literacy. To what degree is it a problem?
   - _____ To a great degree
   - _____ To a medium degree
   - _____ To a lesser degree

5. What solutions do you implement to promote emergent literacy?
   - _____ a. Homework
   - _____ b. Use class volunteers
   - _____ c. Peer tutor
   - _____ d. Other_____
   _____

6. To what degree is there a discrepancy with skills mastered on the Kindergarten Report Card and teacher observation in first grade?
   - _____ To a great degree
   - _____ To a medium degree
   - _____ To a lesser degree

Thank you for your time,
Mary A. Toliver

Please return by November 24, 1993.

APPENDIX B

STRATEGY GROUP CHART

APPENDIX B

STRATEGY GROUP CHART

Student Names

Strategy	How student looks when using strategy.																				
Moves correctly across print.	Student reads left to right and top to bottom.																				
Matches one to one.	For every word in print, student reads one word.																				
Locates know words.	Can point to a Know word and use that to maintain 1 to 1.																				
Locates unknown words.	Can point to an unknown word that help is needed on.																				
Monitors own reading (matching 1 to 1) locating known/unknown words.	Stops when what is seen or heard is not making sense or sounding right or matching what's on the page.																				
Searches for cues in meaning (picture, context, previous text general meaning) Did it make sense.	Notices that something is wrong and stops, may search picture, may read to search for cues.																				
Searches for cues in word sequence (structure) (Did it sound right?	Rereads to see if it sounds right and to search for cues.																				
Searches for cues in word sequence (visual).	May slowly say sounds of letters there. May point to words.																				

Integrates all cues efficiently (Meaning makes sense; structure sounds right, Visual looks right.	At point of difficulty, student uses a multiple of strategies to successfully attack unknown word.																					
Cross checks one source of cues with another.	Predicts what a work will be based on meaning and cross checks with the word in print.																					
Self-corrects assuming the initiative for making cues match.	Child decides word does not make sense, or sound right, or look right and uses a strategy/s to self-correct.																					
Rereads as if to confirm reading so far.	Child re-reads.																					
Rereads to search for cues.	Child re-reads.																					
Reads fluently.	At the student's Instructional Reading Level, student reads so it sounds natural and fluent.																					
Uses chunks in word analysis.	i.e. Knows book so can read other "ook" words such as look, took.																					

APPENDIX C

MY STORY MAP

APPENDIX C

MY STORY MAP

NAME_____ DATE_____

Setting Characters

The Problem

Resolution/Outcome